

THE VIGILANTE

A MONTHLY PAPER DEVOTED TO THE INTERESTS OF THE SAN FRANCISCO STATE TEACHERS' COLLEGE

MAY

"We Come in Search of Truth"

Vol. 3, No. 16

DEADLOCK FOR PRESIDENT

Re-Election To Be Held Wednesday

Until the last ballot was counted, the outcome of the three-cornered race for Student Body President was very much in doubt. Although the final check-up showed Ida Hurliman to be in the lead with 192 votes, Ann Pederson next with 157, and Althea Trebilcox to have received 122 votes, it was discovered that no one had received a majority. Since there were 447 votes cast, 224 were necessary for the election of any candidate. Ida Hurliman lacked only 31 of having the necessary number.

This is the first time in the history of the school that a second ballot has had to be taken for president. The re-election will be held next Wednesday, May 12, in the Student Body office. The two candidates who received the highest vote in the first election, Ann Pederson and Ida Hurliman, will run.

Margaret Wheelock was elected vice-president by a sweeping majority, 267 against her opponent, Anna Forbes, who received 186 votes.

Minnie Kelly defeated Kathryn Rohrer for the office of secretary, 258 to 192.

Of the other candidates, Frances Olssen received 424 votes for treasurer, Vida Setenich received 436 votes for yell-leader, Elsie Thompson 436 for assistant editor, and Verna Thomsen 415 for assistant business manager, out of a total of 447 votes cast.

Annual Goes To Press

After many months of hard work by the editor and editorial staff of the annual, the material was finally gathered together and, on the first day of May, went to the printer, whose bid of \$600 was the lowest submitted.

The printing agreement calls for 500 annuals of 96 pages each, printed in two colors, upon tinted sepia paper. The books will be sewed together, instead of being bound by the cheaper wire staple method. The cover contract has also been let. The John Kitchen Junior Company was the successful bidder, with a price of \$170 for the 500 copies, a matter of thirty-four cents a cover. The cover will be of the highest grade elatzeroid.

The engraving contract was let several weeks ago to the Sierra Engraving Company for \$275. This brings the cost of the annual, when several other items are figured in, to \$1,052.50. It is understood that there is the sum of \$830 in the treasury, and \$260 outstanding in pledges. Up to date, only 453 of the 500 copies have been sold, but it is believed that the remaining copies will be quickly disposed of when they come from the press.

The scheme of Wells' Outline will be followed in the contents. Instead of having the senior's pictures first, they will be last, while the freshmen, representing the age of indiscretion, will be first. Next will be the age of experimentation, the age of activity, the records of the rocks, and last, but not least, the survival of the fittest.

Male Faculty Members Shot

Evidently trying to get a little joy out of life, the male members of the faculty have been making daily pilgrimages to the manual training shop at the foot of the hill. Here Mr. Ray stands them up against the stone wall of the building and shoots them. At least this the rumor that is now drifting around.

In short, he takes their pictures.

It is understood that some of the more fastidious ones went down two or three times and even then refused to believe that the features registered upon the print paper belonged to them. A group picture was attempted, but some one moved and ruined the thing, so individual pictures will probably be relied upon to grace the Annual, for it is for our year book that Mr. Ray is laboring so hard.

It is reported that a great deal of difficulty was experienced in getting a satisfactory photograph of Mr. Mundt. As a last resort Mr. Ray took him outside and stood him up against the stone wall, where he was shot in the same manner that the less favored faculty men had been disposed of. They say that the result is a perfect likeness of the late Woodrow Wilson, teeth and all.

The calculating expression in Mr. Boulware's eyes makes him appear very natural. Mr. Ray declared to a reporter that in spite of the fact that all of his victims tried their best to look handsome, he is a bit discouraged over the outcome.

W. A. A. Field Day At Fleishacker Park

A field day for teachers, one of the first attempts ever made in this school toward competitive track meets, is to be held at the Fleishacker Park on Saturday, May 15, under the direction of the Woman's Athletic Association of the college.

The tournaments and meets are open to any one in the student body who wishes to take part. One may enter either two tournaments and one meet, or two meets and one tournament. Everyone who takes part enters for the class to which she belongs, making points for that class. The class receiving the most points for the day will be awarded a prize.

The events will start at 9 o'clock and close at 12:15. Following is the program:

9:00 o'clock—Baseball and tennis.

10:00 o'clock—Track meet.

10:30 o'clock—Volley ball.

11:30 o'clock—Swimming and canoeing.

Many special features will be brought in including single and double tournaments. In the track meet, long and short dashes with the events. The tennis events will and jumping will be included, and connected with the water races there will be log rolling, human rafts, and a large T. C. formed in the water with yellow and green caps.

An admission charge of twenty-five cents will be charged to all those who are not members of the Woman's Athletic Association.

Date Set for Senior Dance

The senior dance, given each year for the graduating class, by the low seniors, will be held in the new gymnasium hall of this college on the evening of May 15, according to plans made by the class of August, 1924, who will act as hosts of the affair.

The senior dance has for years been looked forward to by seniors as the leading social event of this college for the year. Although in past years the affair has been formal, the class has decided that an informal dance will be much more successful, and this is the type that will be given this spring.

The feature of the evening will be a waltz dance in which the class of February 1924, who will be the guests of honor, will have the floor entirely to themselves.

Arrangements have been made by the various committees for bids, programs, and excellent music.

Chairmen of Summer School Committee Are Appointed

The chairmen of the Summer School committees were chosen by Miss Ward, from the girls who had signed up voluntarily for these committees on the papers posted for that purpose. The executives are:

Information—Crystal Meadows.
College Comfort—Myrtle Heath.
Flower—Natalie Woolley.
Assembly—Muriel Moorehead.
Library—Elizabeth Doe.
Traffic—Alice Brown.
Hostess—Margaret Hole.
Publicity—Ethel Byrne.

Lola Ives, '24, has been appointed by the executive board to carry on the work of the Student Body during Summer School.

Student To Take Trip Abroad

Miss Emily Jones, a senior student of the college, will leave immediately after the close of the spring semester for an extended tour of Europe.

Accompanied by her aunt, Mrs. Clarence Symonds, Miss Jones will board the liner Montclair at Montreal on June 3. Their first stop will be in Scotland and England. From there they will go to the Continent, stopping off in Belgium, Holland, Italy, Switzerland, Spain and France.

In Paris Miss Jones is planning upon acquiring an entirely new set of modern ideas as well as a new wardrobe. There is a possibility that she will remain abroad to continue her study of music, but if these plans do not mature she will return to San Francisco. If she comes back, she will return by the way of New York and stop off at Philadelphia to take in the exposition there.

Tuesday—Mothers' Day Program.

Thursday—Launch Ride.

Saturday—W. A. A. Field Day;
Senior Dance.

Guild Preparations Nearly Completed

Preparations for the Guild ceremony, which is to be held on Sunday afternoon, May 6, at 4:14, in the Greek Theatre at Berkeley, are rapidly being brought to a finish.

It has finally been decided that Mabel Williams and Ruth Mell of the junior class will be the heralds who will introduce the Guild service. The greeting to Woman will later be given by two junior girls, Helen Zak and Ursula Murphy.

The three senior girls chosen are Ruth Granquist, who will deliver "The Curse of the Past-Autocracy;" Mary Jane Garrison, who will deliver "The Promise of the Future-Democracy;" and Aileen Minnehan, who will give the teacher's prayer.

The remaining speaking parts will be taken by past graduates. It is hoped that Elizabeth Myrick will return from Honolulu in time to assume the part of "Woman." For the past six years she has taken this role with the greatest enthusiasm, and has displayed great skill and feeling in the giving of her part.

The character of "Mother" will be taken by Mrs. Herbert E. Brace. "The Heritage" by Mrs. R. Jones, "The Lesson of Parenthood," by Mrs. Belle Fishon, "The Lesson of Unselfishness," by Marion Brune, "The Lesson of Human Fellowship," by Mrs. Florine I. Schwinley, "The Teaching of Freedom, Truth and Liberty," by Mary Cooney. The Charge of the Faculty will be given by Mr. Anderson, and the Teacher's Creed, by Hon. W. C. Wood, state superintendent of schools.

Childhood is typified by a boy and girl of our training school, who have not, as yet, been chosen.

The orchestra will be under the leadership of Miss Ethel England and Mr. August Henrick.

The gowns worn by the juniors will be the regulation white robe; by the seniors, a white robe with a yellow drape over the shoulder; by the past graduates, a white robe with a lavender drape.

The Guild service has been, for many years, an annual occurrence. The ritual was written under the direction of the late Frederic L. Burk, former president of this college. The ceremony is divided into three parts: The consecration to womanhood, childhood, and professional ideals. The entire ceremony will take about two hours to complete.

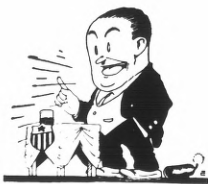
Gladys Maxwell Wins Oakland Appointment

Gladys Maxwell, business manager of the Annual, is the lucky student recommended by Mr. Anderson to teach in the Oakland schools, without the usual requirement of two years' experience.

Every year, Mr. Hunter, superintendent of the Oakland Public schools, allows the presidents of all teachers colleges in the state, and of the University of California, Stanford and Mills, to nominate one student from their college to teach in the Oakland schools, regardless of the two years' experience rule.

This is the first year that Mr. Anderson has taken advantage of this privilege. In recommending one student, Mr. Anderson not only took into consideration the scholarship records of the girls, but also their teaching ability, and their qualities of character, personality and leadership.

"Of course, Miss Maxwell's appointment," stated Mr. Anderson, "is contingent



"GIFTY GABS"

If you should chance to hear a crash effusing from the locality of the Vigilante office, it's that staff falling on another story.

Once again—The latest fad in the realms of King baseball is to get up at bat with a fur piece wrapped about the curves of feminine throats. Please, "Dusty" and "Nonie," "what do you do that 'fur'?"

Comedy in 4 acts:
Act 1. Madeleine and Cleo have a quarrel.
Act 2. Madeleine extracts a lip-stick.
Act 3. Cleo extracts some rouge.
Act 4. They make up.

Yes, it's a sad-looking Assembly Hall. Seems it's built in tiers.

I am an S. T. C. student.
I looked for my pencil this a. m.
I searched for half an hour.
I could not find it.
My classmate came in.
My classmate is a dumb-bell.
My classmate found the pencil.
It was behind my ear.

"How's this for using your head," said Clancy as she wiped the fountain pen through her coconut-oiled tresses.

It was a cold, cold day at the training school track meet. But Miss Hale was tactful. She warmed up the contestants most cleverly with a "heat."

"Gee whiz," said Avis, "someone must think I'm an undertaker; here's a dead fly on my desk."

Arithmetically speaking, Mr. Valentine doesn't seem to foster the idea of extracting square roots. Seems he made known to his psychology class that he was not a dentist by profession.

"But," said Lucile Schoenfeld on Miss Reid's Biology 7 excursion, "how can this be a field mouse when we're standing on a hill?"

Jule accidentally dropped a Beard's Constitution book. She picked it up. Now, would you consider this raising a Beard?

P. S. Don't you think the above insane "chokes" should let off their surplus of steam in the T. N. T. column?

upon her successful completion of her work here and her teaching in the city schools."

During her career at this college, Gladys has been very active in student body affairs. Her great successes as president of the student body and business manager of the Annual indicate that she has a goodly measure of executive ability, something that should stand her in good stead in her teaching career.

Mothers' Day Program Ready

After many weeks of hard work in preparation for Mothers' Day, to be held Tuesday, May 11, a fine program is ready.

The senior advisors, under the direction of Irene Smith and Katherine Trainor, will act on the hostess committee and see that the girls find their mothers and show them around. They will take them to the assembly hall first. The girls on this committee will all wear sweet peas.

The program for the day is as follows:

PART I.

1. La Cinqtaine Marie College Orchestra,
Conducted by Emma Nash.
2. Student Welcome Margaret Pura
3. Selections from Pinafore Gilbert & Sullivan
Special Music by Students.
Assisted by Mr. Frank Ray.
4. The Little Dustman Brahms
Fourteen Junior Kindergarten Students.
5. Now and Then The W. A. A.
6. The Glee Club—
(a) Chorus—"Shoogy Shoo" Ambrose
Glee Club
(b) Solo, "Robin, Robin, Sing Me a Song" Arion
Ursula Murphy
(c) Chorus, "The Owl and the Pussycat" Glee Club
(d) Solo, "A May Morning" Denza
Marcella Schiller
(e) Chorus, "Wanderer's Night Song" Rubenstein
Glee Club
7. "Even a Fool Can Love" By Lois Foster of the Scribes
Produced by the Dramatic Club
8. "Mothers' Day in a Kindergarten" By a Group of Kindergarten Students
9. Faculty Greeting President Anderson

PART II.

In the Training School
* Many exhibits will be shown in the training school, such as Chinese projects, banking projects, etc. Mothers are also invited to come early and visit the rooms while the girls are teaching.

There will be an art exhibit and also a sale of articles made by the art students.

PART III.

At the New Gymnasium
Light refreshments will be served by members of the cooking club and the home economics classes. If the weather permits, they will be served outside.

Faculty Men Eat

Thinking that the male members of the faculty looked lean and hungry, Miss Spelman and Miss Levy decided to give them a substantial dinner for once in their lives, and set the date for Thursday, April 22 at 12 o'clock.

A little before the time set, Miss Spelman heard a mumble of voices in front of the cooking room. Curiosity overcame her, and opening the door she found every faculty man, without exception, clamoring for food. The hungry mob was taken in and seated expectantly about a large table.

The menu consisted of summer salad, crackers with patte de foi grasse, an entree cooked by Miss Levy (a Jewish dish the name of which Miss Levy could not spell) and a home-made strawberry short cake. Coffee was served as the thirst quencher.

Two girls from Miss Spelman's special cooking class, Ruth Granquist and Mary Jette, served the hungry men.

The entertainment consisted almost entirely of the food being eaten, and the day was voted by both the performers and performed, a howling success.

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Summer School Registration Dates Start

The registration of resident students for the summer session will begin on the afternoon of June 2, according to information now available.

All students of the February '24 and the August '24 classes, together with the transfer students of the February '26 class, are scheduled to register on Wednesday afternoon, June 2.

All students of the February '25 and August '25 classes will register on Friday afternoon, June 4. Registration will take place in the new gym, from half past one on until all students scheduled for that day have filed their programs. Arrangements will be made so that those taking part in the Guild will be able to come from practice in time to start at 1:30.

The summer school fee is ten dollars. This will be payable when students register for their work. The maximum number of units that any one student can register for is six. Each course will meet five times a week for the six weeks. This means that a student can take but three courses. Three summer sessions are thus equivalent to a little more than one semester of work. This enables students who wish to work in the vacation time to get through in two and one-half, instead of the regular three years.

Committees At Work

The student registration committee for this summer school, under the chairmanship of Helen Gilarden, was the first committee to get into action, when it held a meeting last week to talk about its part of the work and make a plan by which it could handle the summer school registration in the most efficient way. "There were fifteen girls present and it was certainly an enthusiastic meeting. We hope that other committees have been just as busy," stated Miss Crumpton.

For the last few years the students have played a large part in the managing of the summer schools.

The first regular summer school in this college was organized in 1921. Although there was not a large attendance, the faculty people were encouraged by it and decided to work hard to make the 1922 summer session still better.

In 1922, the school had, what it thought to be, a "big" summer school. There were 413 non-resident and 425 resident students, making a total of 838.

A said disaster came to the school in 1923, when their summer school budget was cut out entirely. The situation was put up to the student body, which immediately decided to take over some of the responsibility. Members of the student body collected the registration fees, and took charge of many other duties. The enrollment for that year, however, was not as large as the year before, there being only 222 non-resident and 336 resident students.

The educational auxiliary of the faculty, with the assistance of the students, financed the afternoon and evening courses, and also the summer school in 1924. That summer there were enrolled in the school 520 non-resident and 484 resident students, a total of 1,004.

Miss Fleming Takes Vacation

Miss Fleming, our librarian, sits behind a book barricaded door in an earnest endeavor to number all the new books ere she leaves on the Shasta Limited, Saturday evening at 7:40, on a vacation of several weeks. She will spend it in her old home town, Salem, Oregon, amid old scenes and friends.

To judge from the vast and varied number of books which Miss Fleming has to fix before she places them in the library shelves, there are prospects of a very busy summer session ahead.

On account of the offering of several new courses in music and folk dancing, and the opening up of entirely new fields in the above mentioned subjects, books pertaining to music and folk dancing seem to form the bulk of the last shipment.

Books of fiction have had to be relegated to the background for a short time, but there is hope that there may be some brighter prospects ahead in the near future.

Executive Board Picks Senior Advisors

The executive board of the student body has, after very careful thought, chosen those students who will be senior advisors for the freshman class of September, 1926. The work of the senior advisors is very important, and it is the aim of the executive board to select for these posts, girls who are generally interested in adjusting new students to the school. The work of the advisors begins before the new students enter, and continues through the freshman year. Between three hundred and fifty and four hundred students are expected in the class entering in the fall.

The list of the new advisors follows. Those starred are the executive board of the senior advisors and will plan the work to be carried out by the group as a whole.

Esther Anderson.
Angeline Bernardi.
*Virginia Christensen.
Ardyth Coffee.
Orpha Corrigan.
Elizabeth Dierssen.
*Myrtle Duckeman.
Helen Eddy.
Ina Feldmeyer.
*Margaret Feudner.
Helen Garvin.
*Bernadette Gibb.
Dolores Gilfether.
Anna Gloster.
Mrs. Gravatt.
Helen Hill.
Margaret Joyce.
*Margaret Kane.
*Cecile Kelly.
Lucile Kieser.
Ruth Kollman.
Louise Major.
Helen Mayer.
Ruth Medina.
Ruth Mell.
Regina Meyer.
*Ursula Murphy.
Elinor McCloskey.
Margaret McGrath.
Alice McKnew.
*Loretta O'Dea.
Margaret O'Neil.
*Ann Pederson.
*California Pixley.
*Anna Scott.
Jessie Squire.
Celena Thompson.
Verna Thomsen.
Jeanne Turner.
Kathleen Uniack.
Margaret Wheelock.
Margaret Kilgariff.

And San Francisco Offers Opportunity for Junior High Teachers

The opportunities that San Francisco has to offer for teachers who are prepared to undertake teaching in junior high schools is quite exceptionable according to several alumni of the college who are now teaching in the city and are in close touch with conditions in the city system.

At present there are six junior high schools in San Francisco. But, from all present indications, this number will be increased by several more as soon as money becomes available for building purposes. There seems to be some scarcity of teachers equipped to take positions in these junior highs. State regulations demand that a teacher have had four years of teacher college training, or its equivalent. And so, while the number of elementary school openings in the city is getting smaller and smaller each year, there seems to be a bright future for junior high teachers.

To get into the San Francisco school system, no previous experience is required, as is the case in Oakland, Berkeley and several other California cities, but every applicant must pass a written and oral examination.

Application for the examination is made by the candidate on an appointed day. To make the application it is necessary to go to the offices of the city department of education on the second floor of the city hall. The application blank is accompanied by a slip of paper that gives the expectant one all the necessary information about the examinations.

The last time the examinations were given—in December—only those who passed the written test were asked to appear for the oral examination. According to those who have gone through the ordeal, this is the general procedure. The candidate obeys the summons to the city hall. In the offices of the department of education she sits down and waits, some times hours, until she is summoned before the board.

She seats herself in a chair which has been placed in such a position that all the people on the board can watch her closely. As she tries to answer the questions that are put to her, the members of the board listen and score her replies. Each one rates the applicant. At the end of the examination a composite rating is arrived at. Not all of the questions are difficult. In fact, most of them, while aiming to test the practical knowledge of a teacher, are quite common and far from puzzling. The whole thing lasts but about ten minutes.

Some of the graduates of this college who have secured positions in the San Francisco system are prone to think that the landing of an opening is a matter of chance and luck, but there are indications that point to a very efficient weeding out of material before final selections are made. It is understood that enough candidates are picked to not only fill the regular positions, but also to serve as substitutes. A substitute teacher is called upon when she is needed. She may work one day a month or every day during the month. Her pay is never lower than five dollars per day of teaching.

For the first two years a San Francisco teacher is on probation. During this time she may be dismissed without cause. At the end of the second year she is again voted upon by the board. If selected to stay, she acquires the status of a permanent teacher. She may not be dismissed without cause and a hearing before the school board. Her salary is raised over that she received as a probationary teacher.

State Teachers College May Adopt Grade Point System

There is a possibility that the state teachers colleges of California may all adopt the grade point system in the near future. If the committee of three teachers college presidents, that has been appointed to investigate the system, makes a favorable report.

This will undoubtedly bring about a raise in the standards of the teachers colleges. It will mean that there will be put into operation the same thing that is now used at Mills, the University of California, and Stanford.

At the last meeting of the presidents of the state teachers colleges with the state board of education, the question was brought up for discussion. A committee of three presidents will report their findings and recommendations at the next regular meeting, in March of the coming year. The grade points system is being used in many of the better colleges and universities of the country, and its use is spreading rapidly.

As has been explained before in this paper, the working of the system is quite simple. For every "A" grade, the student gets three points; for every "B" she gets two points; for every "C" she gets one point; for a "D" she gets no points at all; and for an "F" she gets minus one point. To further illustrate: An "A" in a two-hour course yields six points; a "B" in a four-hour course, eight points; a "C" in a one-hour course but one point; a "D" in a two-hour course no points at all; and an "F" in a three-hour course means that three points will be subtracted from the points a student has collected up to that time.

Merely for the purpose of educational bookkeeping, our faculty has adopted the mechanics of this system. If the faculty adopted the system in its entirety, it would set up a ruling regulating the number of grade points a student would have to have to graduate. The usual number is one equal to the number of semester hours taken. That is, a student who had taken ninety semester hours, or units, of work would have to have at least ninety grade points to graduate. This is an average of "C" throughout. If she fell below "C" in a two-hour subject, she would have to get above "C" in another two-hour subject to hold her own.

Under the system it would be possible for a student to pass every course with a "D" and actually get credit for her work. But, since she would not have a single grade point at the end of her three years, she would be unable to graduate.

Some colleges put their students even higher than those that demand a grade point for every unit of work. There are some that demand as high as two grade points in majors and specific subjects. Others demand an average of one and one-half grade points for each unit.

It is understood that some of the teachers colleges of the state have already put the grade point system into operation, and that the results have been highly beneficial in raising standards. It is not known whether or not an adverse report from the committee of presidents would affect the status of the grade point system in these colleges, or whether a favorable report would result in the other institutions installing it. The opinion seems to be that the report will be merely an advisory one and that each college will be permitted to work out its own policy.

Demonstration Classes Unique Feature of Summer School

Demonstration classes using the individual system of instruction will again be held during the coming summer school session for the benefit of those summer school students and visitors who want to see it actually in operation. This feature has been advertised in the Journal of the National Education Association, and it is thought that possibly we will have students from other states enrolling here for this practical work.

The widespread interest in the individual method has brought a demand for the practical sort of course that will be offered here by Miss Talbert, Miss Burkholder, Miss Anderson and Miss Holmes. This year there will be three rooms of mixed grades, up through the sixth. For the first time in summer school work, there will be beginning classes in reading.

It is understood that these classes will not be made up of training school pupils who are simply making up work, but will rather be a series of regular classes composed of normal boys and girls. Miss Talbert, Miss Anderson and Miss Burkholder will each supervise one room. Under each supervisor will be two student teachers and an assistant to do the testing.

Each supervisor will also hold classes in the Collegiate Department. Miss Talbert is to give a special course in Primary Reading. According to Miss Talbert, this will be a far more complete course than the present one that covers a period of nine weeks, one hour per week. She will use her class in the training school to illustrate the teaching of reading from the individual standpoint, and to show how to overcome difficulties.

Miss Burkholder states that her subject will be, "Teaching of Language, Grammar and Composition in the Elementary School." This course also uses the demonstration classes for practical work. Miss Anderson and Miss Holmes will together give "Individual Differences," a course that will be somewhat like the one that Miss Holmes now gives in the regular session. Three times a week Miss Holmes will give the psychological principles of teaching, while the other two hours of the week will be taken up by Miss Anderson in the training school where she will show how the principles are used in our individual work.

Miss Anderson will be in charge of the demonstration classes. All those coming here to view the work will be turned over to her care.

Noted Educator To Visit Training School

Dr. Hillegas, widely known educational leader in the East, regularly on the staff of Columbia University, but now on leave of absence to U. C., will make a special visit to our training school within the next few weeks, according to Miss Talbert, primary supervisor.

As a former state supervisor of one of the New England States, and through other educational prominence, Dr. Hillegas is heralded as an authority on educational supervision. His classes on supervision, given at U. C., include not only students, but many auditors who are interested in his work.

His visit to this school will be in the interest of modern educational methods and their adaption to the school as shown in our training school.

Exclusive Private School Interested In Individual Instruction

A teacher in one of the exclusive private schools of Piedmont, Miss Felt of the Ransome and Bridges School, was an interested visitor in the training school of the college a short time ago. Miss Felt is an instructor in the elementary department of the Piedmont school. She is only one of the elementary teachers of that institution that the elementary supervisor, Mrs. C. L. Thompson, has sent over here to investigate our method of individual instruction in operation.

It is understood that Mrs. Thompson is planning on adopting the individual method for the elementary department, and is giving her teachers the benefit of close observation. Almost every visitor to our training school makes mention of the fact that here they see in operation the thing we talk about in theory. In the words of one visitor, "When I go to other schools to see the project, or motivated recitations, or any other innovation in education, I always find that on the day I visit they are accidentally doing something else—usually the old things in education. They are sorry that I just came at the wrong time to see their systems in operation. But here it is different. Every time I come here I find that you are actually using the things you write and talk about. It is refreshing to find that you practice what you preach."

Japanese Educator Here

Umaji Akiba, professor in the Tokio School for the Blind, Tokio, Japan, paid an interesting visit to the training school of the college a short time ago, in order to make a study of the individual method of instruction, as we use it here.

According to Mr. Akiba, the Burk plan, as he calls it, is meeting with considerable favor among the more progressive educators of Japan. The first form of individualization to spread to Japan was the so-called Dalton plan, which, too, is American in origin, and which undoubtedly was inspired by the system that Miss Parkhurst, its author, saw here in our training school in 1915 when she visited us. It was shortly after her visit here that Miss Parkhurst devised her Dalton idea.

It seems, however, that the Dalton plan is regarded by some prominent Japanese educators as being too rigid and mechanical. Many of them are now looking upon the plan used here and Winnetka as the best type for adoption in Japanese schools.

A second recent visitor to the training school was Miss Elliot Bloise, teacher in Guayama, Porto Rico, who is now in San Francisco on a short leave of absence. Miss Bloise is also very much interested in individual instruction and spent some time looking over our materials, inspecting our classes and asking questions about the theory and practice of the work.

To Install New P. T. A. Officers

At its next regular meeting on May 6, which will probably be held in one of the large hotels of the down town district, the Parent-Teachers' Association of the Frederic Burk School will install the new officers that have been elected for the coming term.

The office of president will be held by Mrs. Elliot; the first vice-president is Mrs. Vaughn; the second vice-president is Mrs. Richards. Miss Carter, director of the training school, will as usual hold the position of honorary vice-president.